DOCUMENT RESUME

ED 163 257 08 CE 018 944

AUTHOR Winegar, Gary
TITLE Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-3: Cooperative and Work Experience Programs.
INSTITUTION California State Univ., Fresno.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE 78
NOTE 27p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
AVAILABLE FROM Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Apprenticeships; *Cooperative Education; Cooperative Programs; *Core Curriculum; Higher Education; Learning Activities; Learning Modules; Performance Based Teacher Education; *Teacher Education Curriculum; *Vocational Education; Work Experience Programs; Work Study Programs

ABSTRACT

This module on cooperative and work experience programs is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) cooperative vocational education programs; (2) work experience education programs; (3) work study programs; and (4) apprenticeship programs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163257

Common Core Curriculum
for Vocational Education

B-3

COOPERATIVE AND WORK EXPERIENCE PROGRAMS

Module Writer: Gary Winegar, D.Ed.

Category B:

COOPERATIVE RELATIONSHIP

Project Director
Gwen Cooke, Ph.D.

Assistant Project Director
Maurine Vander Griend, M.S.

1978

CE018944

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

Project Director

Dr. Gwen C Cooke, Chairperson
Home Economics Department
California State University, Fresno

Assistant to Director

Maurine Vander Griend, Adjunct Professor
Home Economics Department
California State University, Fresno

COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

MODULE WRITERS

William Bain, M.A.
Ann Bauer, M.S.
Lloyd Dowler, M.S.
Frances Harkins, M.S.
Hal Marsters, M.S.
Joan Martin, Ed.D.
Kenneth Moshier, Ph.D.
Dwayne Schramm, Ph.D.
Gayle Sobolik, Ph.D.
Gary Winegar, D.Ed.

This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

TABLE OF CONTENTS

Module Objective. . . . . .Page 1
Module Overview 1
Resource Materials for Completing the Activities in this Module . . 3
Lesson One: Cooperative Vocational Education Programs. 4
a. Objective 4
b. Overview. 4
c. Suggested Activities. 4
d. Suggested Resources 5
Lesson Two: Work Experience Education Programs 7
a. Objective 7
b. Overview. 7
c. Suggested Activities. 7
d. Suggested Resources 9
Lesson Three: Work-Study Programs. 10
a. Objective 10
b. Overview. 10
c. Suggested Activities. 10
d. Suggested Resources 10
Lesson Four: Apprenticeship Program. 11
a. Objective 11
b. Overview. 11
c. Suggested Activities. 11
d. Suggested Resources 12
Module Pre/Posttest 13
Answer Key. 17

TYPES OF COOPERATIVE PROGRAMS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational education subjects will be able to analyze and summarize major elements of cooperative programs. More specifically, a person completing this module will be able to:

(1) Explain the general differences among the various cooperative programs.

(2) Discuss the extent to which industries and businesses are involved in cooperative programs.

(3) Explain the criteria to use in determining the type of cooperative program for a particular area or city.

Module Overview

The intent of this module is to provide a background of the various cooperative programs. In doing so, references are made to the laws governing the development of the different programs. Trainee qualifications as well as the qualifications of program coordinators and instructors are presented. The advantages of one cooperative program over another will become evident as the module is completed.

In essence, this module is designed to acquaint the student with the particulars of the different programs; further, an appreciation may be formed for the education concept of offering young people on-the-job exposure with the world of work. If such exposure comes early in a person's education, a more realistic correlation between interest and aptitude will undoubtedly occur.

The material in this module is included in the following lessons.

(1) Cooperative Vocational Education Programs

(2) Work Experience Education Programs

(3) Work-Study Programs

(4) Apprenticeship Programs

Note: It is recommended that all site visitations and request for assistance in the community be coordinated by or cleared through the instructor. This would avoid duplication of efforts by students and resource personnel.

Resource Materials For Completing The Activities In This Module

California State Department of Industrial Relations. State Labor Law and Public Works. San Francisco: Division of Labor Standards Enforcement, 1975.

Law, Gordon F. Cooperative Education. Chicago: American Technical Society, 1970.

Meyer, Warren G., Lucy Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill, 1975.

State of California. Apprenticeship Information Guide. San Francisco: Division of Apprenticeship Standards, 1976.

State of California. California Five Year State Plan for Vocatonal Education. Sacramento: California State Department of Education, 1976.

State of California. Group Instruction for Work Experience Education. Sacramento: Office of State Printing, 1973.

State of California. Work Experience Education: A Handbook for California Secondary Schools. Developed by the California Association of Work Experience Educators in Cooperation with the California State Department of Education. Sacramento: Office of State Printing, 1976.

TYPES OF COOPERATIVE PROGRAMS

Lesson 1: Cooperative Vocational Education Programs

Objective

The student who satisfactorily completes this lesson will be able to state in writing or present orally procedures, standards and regulations, and policies concerning cooperative vocational education programs.

Overview

The intent of this lesson is to cover the various aspects of the vocational cooperative education (VCE) program. Standards and procedures as outlined in the California State Plan for Vocational Education are covered in the various student activities to be performed. Related information and on-the-job training are reviewed in terms of teacher and coordinator credentials, work-station requirements, hours per week and year of instruction and training, and student VCE trainee contracts. The importance of close advisory consultation with local business and governmental organizations is stressed.

Suggested Activities

(1) Using the references listed, and working in small groups, discuss:

a. What is meant by Cooperative Vocational Education (CVE).

b. Aspects to be considered when determining what type of cooperative program is best for a specific school.

c. Provisions for federal funding of CVE programs.

d. The purpose of CLAMPS committee.

e. The role of a local employment service and other government manpower agencies in planning, promoting, and implementing a CVE program.

f. What is meant by a sheltered workshop.

g. The job description for a teacher-coordinator for a CVE program.

h. The major types of related instruction.

i. What is meant by the term "control class."

j. The credential requirements for a coordinator and classroom instructor.

k. The four persons involved in preparing a training agreement.

(2) Visit a local CVE coordinator and discuss the various aspects of his program. Also, contact a student who is a trainee in the program and discuss the pros and cons as seen by him. Write a two-page report explaining your visits. Be prepared to discuss your experiences with the class and/or your instructor.

(3) Review Cooperative Occupational Education:

a. List the areas of instructional objectives and briefly explain the information that is presented in each of the areas.

b. Define distributive education and diversified occupation.

(4) Review the California State Plan for Vocational Education and answer the following questions:

a. CVE programs must comply with the requirements and general provisions of what other vocational programs?

b. When making application to the state for the development of a CVE program, provisions must be made wherein consultation and advisement are obtained from what four local groups or organizations?

c. List the review items that are used by the State Board Staff to determine if a program complies with the provisions and priorities of the Vocational Education Amendments, 1968.

d. List the general standards for a CVE program.

e. What are the on-the-job training standards in a CVE program?

f. Under what conditions may an employer receive reimbursement for a student-learner?

Suggested Resources

State of California. California Five Year State Plan for Vocational Education. Sacramento: California State Department of Education, 1977.

State of California. Work Experience Education: A Handbook for California Secondary Schools. Developed by the California Association of Work Experience Educators in Cooperation with the California State Department of Education. Sacramento: Office of State Printing, 1976.

Law, Gordon F. Cooperative Education. Chicago: American Technical Society, 1970.

Mason, Ralph E., and Haines, Peter G. Cooperative Occupational Education. Danville: The Interstate Printers and Publishers, 1965.

Meyer, Warren G., Crawford, Lucy and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill, 1975.

Upon successful completion of assigned activities, proceed to Lesson 2.

TYPES OF COOPERATIVE PROGRAMS

Lesson 2: Work Experience Education Programs

Objective

A student who satisfactorily completes this lesson will be able to explain in writing or orally the purposes and operational procedures of the different types of work experience education programs.

Overview

Exposure to the world of technology is the primary purpose of programs of work experience education. When a student completes this lesson, he/she will have an understanding of the various work experience education programs, including State laws, requirements, and procedures under which programs operate. Student qualifications, work stations, related instruction, school credit, work permits, laws, learner classifications, supervision, and cooperative relationships with places of employment are examples of the various facets of work experience education. These facets, as well as others, are covered in the student activities that follow.

Suggested Activities

(1) Review Work Experience Education: A Handbook for California Secondary Schools and answer the following questions:

a. What are the major purposes of work experience education programs?

b. Explain the three types of work education experience programs.

c. What are the differences between Vocational Work Experience Education and Cooperative Vocational Education?

d. What are the basic contents/requirements that are listed on a work permit application form?

e. According to the California Administrative Code, Title 5, how much work experience credit can be applied toward high school graduation for the three types of work experience education programs?

f. How is "job" and "work station" defined in Title 5 of the California Administrative Code?

g. What information is required by the California Department of Education before a work experience education program is considered for approval?

h. List the pupil qualifications that must be met to participate in work experience education.

i. Explain the requirements of supervision for work experience education enrollees.

j. What criteria is used when selecting work stations for pupil placement?

k. In the EXPLORATORY WORK EXPERIENCE EDUCATION program, what are the number of hours a student is allowed to remain at a work station involving the same learning experience?

l. Explain what is meant by "community classroom."

m. Explain the regulations that are established for conducting programs in "community classrooms."

n. How is a "Days Rest" defined by the California Labor Code (CLC)?

o. Under the CLC, who is the employer if the student does not receive pay or workman's compensation?

p. In the California Labor Code, the acronym FLSA is used. What does this symbol refer to?

q. Under the CLC, is school attendance considered employment?

r. Explain how expiration dates for "Permit to Employ and Work" are determined.

s. What two procedures are followed to locate acceptable work stations?

t. Which law is followed when federal and state laws differ as to standards and requirements?

u. What are the number of hours that a person can be employed as a learner?

v. What is the maximum percentage of an employer's work force that can be minors?

(2) Plan a visit with a work experience coordination and two or three businesses employing students in a program. Be prepared to discuss your visit with the class.

During your visit discuss with the coordinator which program of work experience education seems to be the most successful, the procedures that are necessary for a student to obtain a work permit (B1.1 and B1.4), wages paid to students, the number of hours that students are allowed to work, fines charged against

an employer when students are found working other than stipulated working hours, and other duties and responsibilities of a coordinator which will give you a better insight into programs of work experience education.

Discuss with the employer why he chose to participate in cooperative programs, the strength and weakness of the program, and student reaction to the program.

(3) Invite a local administrator to explain to class/group the place of the CETA's Youth Employment Program in the local school district's vocational education program.

Suggested Resources

State of California: Group Instruction for Work Experience Education. Sacramento: Office of State Printing, 1973.

State of California. Work Experience Education: A Handbook for California Secondary Schools. Developed by the California Association of Work Experience Educators in Cooperation with the California State Department of Education. Sacramento: Office of State Printing, 1976.

Upon successful completion of assigned activities, proceed to Lesson 3.

TYPES OF COOPERATIVE PROGRAMS

Lesson 3: Work-Study Programs

Objective

Having completed this lesson, a student will be able to state in writing or present orally the purpose and operational procedures of the work-study program.

Overview

Like each of the other vocational programs, the work-study program is designed to meet the needs of a particular group of deserving students who because of financial difficulties would not be able to adequately prepare for the world of work. As the activities of this lesson are completed, an understanding of the requirements for developing or operating a work-study program will become evident, especially in terms of how to apply for funds, which students are eligible for assistance, working limitations, and employer regulations.

Suggested Activities

(1) Prepare a paper comparing the purpose and the rules and regulations of work experience programs, work-study programs and cooperative vocational education programs.

(2) Contact a local education agency and make arrangements to visit with the person responsible for the operation of the work-study program. After your visit, be prepared to discuss with the class and/or your instructor the information you received.

Suggested Resources

State of California. California Five Year State Plan for Vocational Education. Sacramento: California State Department of Education, 1977.

Meyer, Warren G., Mary K. Klaurens, and Richard D. Ashmum, (eds.). Guide for Cooperative Vocational Education. Minnesota: University of Minnesota Press, 1969.

Upon successful completion of assigned activities, proceed to Lesson 4.

TYPES OF COOPERATIVE PROGRAMS

Lesson 4: Apprenticeship Programs

Objective

A student upon satisfactorily completing this lesson will be able to state in writing or present orally the major elements and regulations of apprenticeship programs.

Overview

The underlying philosophy of apprenticeship programs is to provide on-the-job work experience with competent tradesmen. Such associations not only provide the most relevant kind of experience, but also open the door for job opportunities upon completion of training.

To gain a better understanding of apprenticeship programs, this lesson includes activities to familiarize a person with the distinguishing characteristics of apprenticeship programs, the use of advisory and administrative committees, length of apprenticeship training, wages, and fringe benefits, related classroom instruction, state labor laws, student qualifications, and steps to follow in enrolling for a specific apprenticeship program.

Suggested Activities

(1) Read California Apprenticeship Information Guide and the pamphlet "State Labor Law and Public Works." Be prepared to discuss with a group of peers:

a. What constitutes an apprenticeship program and what is its purpose?

b. Who gives guidance to the program?

c. What are the rules and regulations regarding wages and benefits, hours of work, classroom instruction?

d. What procedures need to be followed to enroll in an apprenticeship program?

e. How many different apprenticeship programs may be offered in the state?

f. What number of apprentices may be hired by public works contractors?

(2) Visit a local administrative office for apprenticeship programs and discuss the operational procedures of the various programs that are offered. Discuss those apprenticeship programs concerned with your special area of vocational education. Prepare a two-page written report of your visit and be ready to discuss with other class members the information that you obtained.

(3) In writing, explain the differences between apprenticeship programs and programs of cooperative education.

Suggested Resources

California State Department of Industrial Relations. State Labor Law and Public Works. San Francisco: Division of Labor Standards Enforcement, 1975.

State of California. Apprenticeship Information Guide. San Francisco: Division of Apprenticeship Standards, 1976.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See the instructor for directions and measurement criteria.

TYPES OF COOPERATIVE PROGRAMS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of types of cooperative programs. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Define the following:

   a. control class

   b. diversified occupations

   c. related instruction

   d. work station

   e. community classroom

   f. distributive education

2. When making application to the state for the development of a cooperative vocational education program, provisions must be made wherein consultation and advisement are obtained from what four local groups or organizations?

3. What four parties are involved in preparing a training agreement for a student in a vocational cooperative education program?

Pre/Posttest (continued)

4. What aspects must be considered when determining what type of cooperative program is best for a specific school?

5. Under a cooperative vocational education program, what are the credential requirements for a coordinator and classroom instructor?

6. What are the major purposes of work experience education programs in California?

7. Explain the three types of work experience education programs.

8. Explain the difference between Vocational Work Experience and Cooperative Vocational Education.

9. Which law is followed when federal and state laws differ in terms of standards or requirements?

10. What is the maximum percentage of an employer's work force that can be minors?

Pre/Posttest (continued)

11. List the difference between Cooperative Vocational Education Programs and Work-Study Programs.

Cooperative Vocational Education	vs	Work-Study

12. What information must be provided by the local education agency (LEA) requesting funds under the work-study program?

13. Explain the eligibility requirements for students under the work-study program.

Pre/Posttest (continued)

14. Explain the limitations on the number of hours that can be worked and on compensation benefits under the work-study program.

15. Explain the Youth Employment Program as funded under CETA.

16. Explain the criteria used in determining the wages and wage increases of an apprentice, the fringe benefits and the required time spent in related classroom instruction.

17. Explain the purpose and function of the State Division of Apprenticeship Standards and the California Apprenticeship Council.

Return this test to your instructor.

TYPES OF COOPERATIVE PROGRAMS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes.

1. (L1,2)

a. A "control class" is a class limited to cooperative vocational education student-learners in which they receive formal vocational instruction correlated with their on-the-job learning experiences.

b. Diversified cooperative programs involve students who may be in office occupations, distributive occupations, and some in trade and industrial occupations. Diversified programs are normally found in small school districts where there are only a limited number of students involved in cooperative programs.

c. The two types of related instruction are (1) related occupational theory which offers information pertaining to skills and knowledge in a particular occupation, and (2) related general information which involves personal, community, and occupational problems.

d. Work Station refers to the business establishment or location where the student receives employment experiences.

e. A site or a series of physical locations in which occupational training programs are conducted. A community classroom has as its general purpose the expansion of occupational training opportunities by utilizing existing sites and facilities other than those of the public schools.

f. Distributive education is a program of instruction designed to prepare students for initial entry jobs in areas of marketing such as manufacturing, storing, transporting, financing, risk-bearing, wholesaling, retailing, and servicing.

2. (L1) Employment agencies, labor unions, employers, and community agencies.

3. (L1) The student, employer, parent or guardian, and teacher-coordinator or coordinator.

4. (L1) Following an assessment of the needs of individuals to be served and an inventory of potential employment opportunities for cooperative

Pre/Posttest Answer Key (continued)

vocational education students, several decisions concerning the nature of the program must be made which answer the following questions: (1) At what educational level(s) should cooperative vocational education be offered? (2) For which occupations should training be given? (3) What are the characteristics of the prospective students that affect the organization of the program? (4) How long will it take to train the students to achieve the standards of competency desired? and (5) What should be the school and work schedule? Decisions of this type are usually difficult to change once the program is underway, hence all alternatives should be examined and carefully considered.

5. (L1) Both the coordinator and the classroom instructor must hold a valid California credential authorizing the teaching of the subject in which they are involved.

6. (L2) The purposes of the Work Experience Education programs are: (1) to assist young people to choose a career wisely, (2) to prepare for full-time employment suitable to their abilities and interests, and (3) to learn to work with others in ways that are successful and rewarding.

7. (L2) The three programs of work experience education are (1) Exploratory Work Experience Education, (2) General Work Experience Education, and (3) Vocational Work Experience Education.

8. (L2) Both programs are very similar, except for two additional requirements under the Cooperative Vocational Education Program. One of the requirements is to provide a "control class" in which students receive formal vocational instruction correlated with their on-the-job learning experience. The other requirement is that coordinators and teachers of related information must hold a valid California credential authorizing the teaching of the particular vocational education subject in which they are involved.

9. (L2) Whenever a state law differs from a federal law, the law prescribing the higher standard must be observed.

10. (L2) Not to exceed 25% of the regular employees, except an employer of less than 10 persons may employ three minors.

11. (L3)

Cooperative Vocational Education Programs	Work-Study Program for Vocational Education Students
1. Money under basic grant, subpart 2, may be used for cooperative vocational education programs.	1. Purpose: to provide financial assistance to students who are in need of earnings from employment to commence or continue their vocational education program.

Pre/Posttest Answer Key (continued)

2. Purpose: to provide on-the-job work experience related to the student's course of study and chosen occupation.

3. Students served - individuals who desire and need such education and training in all communities of the state.

   Priority is given to areas of high rates of school dropouts and youth unemployment.

4. Instruction - in-school vocational instruction related to occupational field and training job.

5. Work periods - Alternate half days, full days, weeks, or other periods of time. (Number of hours of work need not equal the number of hours spent in school.)

6. Age limitations - minimum age 14 as per Child Labor Laws.

7. Eligible employers - public or private.

2. Students served - economically disadvantaged full-time vocational education students.

3. Instruction - in-school vocational instruction not necessarily related to the job.

4. Work periods - maximum of 15 hours per week while attending school.

5. Age limitations - 15 through 20 years of age.

6. Eligible employers - limited to public, non-profit employers.

7. Administration - Administered by the state or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions.

12. (L3) School districts which desire to conduct work-study programs supported by federal funds shall submit to the State Board staff a plan prepared in sufficient detail for the State Board to determine whether all provisions of the federal, state, and local laws and regulations will be met. Plans and proposals for work-study programs submitted by school districts shall include:

a. The school district's plan for administering the program.

b. Policies and procedures for determining student eligibility.

c. Policies and procedures for determining hours of work, compensation, and places of employment.

d. The percent of male and female youth within the ages eligible for participation in the work-study program who have dropped out of school.

e. The number of unemployed youths within this same age range.

f. The percent of the total population in this age range represented by these unemployed persons.

13. (L3) Employment under work-study programs will be furnished only to a student who:

a. Has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for educational programs.

b. Is in need of the earnings from such employment to commence or continue his vocational education program.

c. Is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment.

d. Is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his school program while employed under the work-study program.

14. (L3) No student will be employed more than 15 hours in any week during which classes in which he/she is enrolled are in session. Further, he is not to receive compensation in excess of $45 per month or $350 per academic year or its equivalent unless the student is attending a school which is not within reasonable commuting distance from his/her house. In that case his/her compensation may not exceed $60 per month and $500 per academic year or its equivalent. The compensation limits of $45 per month and $350 per year, or $60 per month and $500 per year, pertain to the regular academic year.

Accordingly, there are no limitations on the amount of compensation an eligible student can earn during the summer, and such earnings do not affect the amount of compensation allowable during the academic year. A study is limited, however, to 15 hours of employment per week while attending class on a full-time basis.

15. (L3) Twenty-two percent of money allocated by the Department of Labor is to be used in a program for in-school year. This phase of the CETA program is to be administered by a local educational agency.

16. (L4) The two groups are management and labor with an equal number from each group.

Guidelines or standards are available from national and/or statewide advisory organizations; however, since these are minimum requirements, local groups usually have complete autonomy in developing and administering their own programs.

(Pre/Posttest Answer Key (continued)

17. (L4) The beginning wage is usually 50% or higher than that paid a journeyman. Increases are given every six months in most trades.

Four hours per week and at least 144 hours per year.

Yes, apprentices receive vacation pay, health and welfare, and pension benefits.

18. (L4) Division of Apprenticeship Standards. This organization is to assist local apprenticeship personnel in terms of program development and consultation.

California Apprenticeship Council. This council formulates policies and regulations. By law the council is to "foster, promote, and develop the welfare of the apprentice and industry, improve the working conditions of apprentices, and advance their opportunities for profitable employment."

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education